English Medium Term Plan Term: Autumn 1 Year: 3

Texts /	Goldilocks and the Three Bears (Roald Dahl), Traditional Fables, Zoom (Istvan Banyai),				
Genres					
Covered					
Objectives:	Spoken	Comprehension	Composition	Vocab, Grammar and	Spelling /
	Language			Punctuation	Handwriting
Week 1 Descriptive writing (Thief)	* listen and respond appropriately to adults and their peers.  * ask relevant questions to extend their understanding and knowledge.  * use relevant strategies to build their vocabulary.  * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read.  * discussing words and phrases that capture the reader's interest and imagination.  Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied.  * asking questions to improve their understanding of a text.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  * discussing and recording ideas. Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements.  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Develop their understanding of the concepts set out in Appendix 2 by:  * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  * using conjunctions, adverbs and prepositions to express time and cause.  * using fronted adverbials.  Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	* Introduction to Year 3 spelling words. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 2 Recount writing (Newspaper Article)	* listen and respond appropriately to adults and their peers.  * ask relevant questions to extend their understanding and knowledge.  * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  * participate in discussions,	Develop positive attitudes to reading, and an understanding of what they read, by:  * discussing words and phrases that capture the reader's interest and imagination. understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning. Understand what they read, in books they can read independently, by:	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  * discussing and recording ideas. Draft and write by:  * organising paragraphs around a theme.  * in non-narrative material, using simple organisational devices. Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements.  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Develop their understanding of the concepts set out in Appendix 2 by:  * using the present perfect form of verbs in contrast to the past tense.  * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. indicate grammatical and other features by:  * using and punctuating direct speech.  Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

	presentations, performances, roleplay/improvisation s and debates.	* identifying how language, structure, and presentation contribute to meaning.			
Week 3 Fables (Drama)	* listen and respond appropriately to adults and their peers.  * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  * speak audibly and fluently with an increasing command of Standard English.  * participate in discussions, presentations, performances, roleplay/improvisation s and debates.  * gain, maintain and monitor the interest of the listener(s).	Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes.  * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning.  * identifying main ideas drawn from more than 1 paragraph and summarising these.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Retrieve and record information from non-fiction.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme  * in narratives, creating settings, characters and plot  * in non-narrative material, using simple organisational devices  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  * proofread for spelling and punctuation errors  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by:  * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  * using the present perfect form of verbs in contrast to the past tense. indicate grammatical and other features by:  * using commas after fronted adverbials.	* spell further homophones.
Week 4 Fables (Writing)	* ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * give well-structured descriptions, explanations and	Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read.  * identifying themes and conventions in a wide range of books.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Develop their understanding of the concepts set out in Appendix 2 by:  * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  * using conjunctions, adverbs and prepositions to express time and cause. indicate grammatical and other features by:	* spell further homophones. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.

	narratives for different purposes, including for expressing feelings. * participate in discussions, presentations, performances, roleplay/improvisation s and debates.	Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied.  * asking questions to improve their understanding of a text.	* organising paragraphs around a theme  * in narratives, creating settings, characters and plot  * in non-narrative material, using simple organisational devices  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  * proofread for spelling and punctuation errors  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and	* using and punctuating direct speech.  Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	
Week 5 Descriptive writing (Zoom)	* listen and respond appropriately to adults and their peers.  * ask relevant questions to extend their understanding and knowledge.  * use relevant strategies to build their vocabulary.  * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  * consider and evaluate different viewpoints, attending to and building on the contributions of others.	Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes. Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme  * in narratives, creating settings, characters and plot  * in non-narrative material, using simple organisational devices  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  * proofread for spelling and punctuation errors  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by:  * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  * using fronted adverbials.	* use further prefixes and suffixes and understand how to add them.
Week 6 Descriptive writing (Zoom)	* ask relevant questions to extend their understanding and knowledge.	Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas	develop their understanding of the concepts set out in Appendix 2 by:  * using conjunctions, adverbs and prepositions to express time and cause.	* use further prefixes and suffixes and understand how to add them.

* use relevant	* discussing words and phrases	Draft and write by:	* extending the range of sentences	* use the first 2 or
strategies to build	that capture the reader's interest	* composing and rehearsing sentences orally (including	with more than one clause by using	3 letters of a
their vocabulary.	and imagination.	dialogue), progressively building a varied and rich vocabulary and	a wider range of conjunctions,	word to check its
* use spoken language	Understand what they read, in	an increasing range of sentence structures	including when, if, because,	spelling in a
to develop	books they can read	* organising paragraphs around a theme	although.	dictionary.
understanding	independently, by:	* in narratives, creating settings, characters and plot	indicate grammatical and other	
through speculating,	* identifying how language,	* in non-narrative material, using simple organisational devices	features by:	
hypothesising,	structure, and presentation		* using commas after fronted	
imagining and	contribute to meaning.	Evaluate and edit by:	adverbials.	
exploring ideas.	* checking that the text makes	* assessing the effectiveness of their own and others' writing and	Use and understand the	
* participate in	sense to them, discussing their	suggesting improvements	grammatical terminology in	
discussions,	understanding and explaining the	* proposing changes to grammar and vocabulary to improve	Appendix 2 accurately and	
presentations,	meaning of words in context.	consistency, including the accurate use of pronouns in sentences	appropriately in discussing their	
performances,	Participate in discussion about		writing and reading.	
roleplay/improvisation	both books that are read to them	* proofread for spelling and punctuation errors		
s and debates.	and those they can read for			
* consider and	themselves, taking turns and	* read their own writing aloud, to a group or the whole class,		
evaluate different	listening to what others say.	using appropriate intonation and controlling the tone and		
viewpoints, attending		volume so that the meaning is clear		
to and building on the				
contributions of				
others.				

## English Medium Term Plan Term: Autumn 2 Year: 3

Texts / Genres	Poetry (Haiku, Tanka	, Kennings, Limericks), Writing and Perf	orming a Play		
Covered Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Poetry (Limericks)	* listen and respond appropriately to adults and their peers.  * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  * speak audibly and fluently with an increasing command of Standard English.  * gain, maintain and monitor the interest of the listener(s).	Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes.  * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Understand what they read, in books they can read independently, by:  * asking questions to improve their understanding of a text.  Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Plan their writing by:  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by:  * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	* spell further homophones.
Week 2 Poetry (Kennings)	* ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * speak audibly and fluently with an increasing command of Standard English. * gain, maintain and monitor the interest of the listener(s).	Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read.  Understand what they read, in books they can read independently, by:  * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  Evaluate and edit by:  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Develop their understanding of the concepts set out in Appendix 2 by:  * using the present perfect form of verbs in contrast to the past tense.  Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	* use further prefixes and suffixes and understand how to add them. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.

Week 3	* ask relevant guestions	Develop positive attitudes to reading, and an	Plan their writing by:	Develop their understanding	* spell further
	to extend their	understanding of what they read, by:	* discussing writing similar to that which they	of the concepts set out in	homophones.
Poetry (Tanka)	understanding and	* discussing words and phrases that capture the	are planning to write in order to understand and	Appendix 2 by:	* spell words
	knowledge.	reader's interest and imagination.	learn from its structure, vocabulary and	* using conjunctions, adverbs	that are often
	* use relevant strategies	Understand what they read, in books they can read	grammar	and prepositions to express	misspelt.
	to build their vocabulary.	independently, by:	* discussing and recording ideas	time and cause	
	* speak audibly and	* drawing inferences such as inferring characters'			
	fluently with an increasing	feelings, thoughts and motives from their actions,	Draft and write by:		
	command of Standard	and justifying inferences with evidence.	* composing and rehearsing sentences orally		
	English.	* checking that the text makes sense to them,	(including dialogue), progressively building a		
	* gain, maintain and	discussing their understanding and explaining the	varied and rich vocabulary and an increasing		
	monitor the interest of	meaning of words in context.	range of sentence structures		
	the listener(s).	Read further exception words, noting the unusual	Fuglished and adit but		
		correspondences between spelling and sound, and where these occur in the word.	Evaluate and edit by:  * assessing the effectiveness of their own and		
		where these occur in the word.	others' writing and suggesting improvements		
Week 4	* listen and respond	Develop positive attitudes to reading, and an	Plan their writing by:	Develop their understanding	* use the first 2
	appropriately to adults	understanding of what they read, by:	* discussing and recording ideas	of the concepts set out in	or 3 letters of a
Poetry (Haiku)	and their peers.	* using dictionaries to check the meaning of words	alseassing and recording racus	Appendix 2 by:	word to check its
	* ask relevant questions	that they have read.	Draft and write by:	* learning the grammar for	spelling in a
	to extend their	*recognising some different forms of poetry.	* composing and rehearsing sentences orally	years 3 and 4 in Appendix 2.	dictionary.
	understanding and	Understand what they read, in books they can read	(including dialogue), progressively building a		,
	knowledge.	independently, by:	varied and rich vocabulary and an increasing		
	* use relevant strategies	* identifying how language, structure, and	range of sentence structures		
	to build their vocabulary.	presentation contribute to meaning.			
	* speak audibly and	* identifying main ideas drawn from more than 1	* proofread for spelling and punctuation errors		
	fluently with an increasing	paragraph and summarising these.			
	command of Standard	Retrieve and record information from non-fiction.			
	English.				
	* gain, maintain and				
	monitor the interest of				
	the listener(s).	Davidas sasitiva attitudas ta sasdias and as	Plan their writing by:	Davidae thair wadanstandiae	*
Week 5	* listen and respond appropriately to adults	Develop positive attitudes to reading, and an understanding of what they read, by:	* discussing writing similar to that which they	Develop their understanding of the concepts set out in	* place the possessive
Play	and their peers.	* reading books that are structured in different	are planning to write in order to understand and	Appendix 2 by:	apostrophe
(Drama)	* articulate and justify	ways and reading for a range of purposes.	learn from its structure, vocabulary and	* learning the grammar for	accurately in
(Drama)	answers, arguments and	* preparing poems and play scripts to read aloud	grammar	years 3 and 4 in Appendix 2.	words with
	opinions.	and to perform, showing understanding through	* discussing and recording ideas	years s and r mr.ppenam 2.	regular plurals
	* maintain attention and	intonation, tone, volume and action.			and in words
	participate actively in	* discussing words and phrases that capture the	Draft and write by:		with irregular
	collaborative	reader's interest and imagination.	* composing and rehearsing sentences orally		plurals.
	conversations, staying on	Understand what they read, in books they can read	(including dialogue), progressively building a		•
	topic and initiating and	independently, by:	varied and rich vocabulary and an increasing		
	responding to comments.	* identifying how language, structure, and	range of sentence structures		
	* speak audibly and	presentation contribute to meaning.			
	fluently with an increasing				

	command of Standard English.  * participate in discussions, presentations, performances, roleplay/improvisations and debates.  * gain, maintain and monitor the interest of the listener(s).  * consider and evaluate different viewpoints, attending to and building on the contributions of others.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
Week 6 Play (Writing)	* listen and respond appropriately to adults and their peers. * ask relevant questions to extend their understanding and knowledge. * use relevant strategies to build their vocabulary. * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * speak audibly and fluently with an increasing command of Standard	Develop positive attitudes to reading, and an understanding of what they read, by:  * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied.  * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Draft and write by:  * in narratives, creating settings, characters and plot  Evaluate and edit by:  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Develop their understanding of the concepts set out in Appendix 2 by:  * learning the grammar for years 3 and 4 in Appendix 2. Indicate grammatical and other features by:  * using commas after fronted adverbials.  * using and punctuating direct speech. Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	* spell words that are often misspelt.

## English Medium Term Plan Term Spring 1 Year: 3

Texts / Genres Covered	Traditional Tales (A	Alternative Fairy Tales), Explanations			
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
Week 1 Explanation (Science)	* ask relevant questions to extend their understanding and knowledge * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	* retrieve and record information from non-fiction  Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes  * using dictionaries to check the meaning of words that they have read  Understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning  * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * organising paragraphs around a theme  * proofread for spelling and punctuation errors	Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	* use further prefixes and suffixes and understand how to add them. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 2 Explanation (Science)	* use relevant strategies to build their vocabulary	* retrieve and record information from non-fiction  Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes  Understand what they read, in books they can read independently, by:  * identifying main ideas drawn from more than 1 paragraph and summarising these	Draft and write by:  * organising paragraphs around a theme  * in non-narrative material, using simple organisational devices  Evaluate and edit by:  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Develop their understanding of the concepts set out in Appendix 2 by:  * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	* spell words that are often misspelt.
Week 3 Traditional Tales (Alternative Fairy Tales)	* listen and respond appropriately to adults and their peers * maintain attention and participate actively in collaborative conversations, staying on topic and initiating	* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Develop positive attitudes to reading, and an understanding of what they read, by:	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas	Develop their understanding of the concepts set out in Appendix 2 by: * using conjunctions, adverbs and prepositions to express time and cause	* spell further homophones.

	and responding to	* discussing words and phrases that capture the			· ·
	comments	reader's interest and imagination			
		Understand what they read, in books they can read			
		independently, by:			
		* identifying how language, structure, and			
		presentation contribute to meaning			
Week 4	* participate in	Develop positive attitudes to reading, and an	Draft and write by:	Indicate grammatical and	* use further prefixes
Traditional	discussions,	understanding of what they read, by:	* composing and rehearsing sentences	other features by:	and suffixes and
	presentations,	* identifying themes and conventions in a wide	orally (including dialogue), progressively	* using and punctuating direct	understand how to
Tales	performances,	range of books	building a varied and rich vocabulary and	speech	add them.
(Alternative	roleplay/improvisations	Understand what they read in books they can read	an increasing range of sentence		
Fairy Tales)	and debates *speak audibly and	Understand what they read, in books they can read independently, by:	structures * in narratives, creating settings,		
1 4 7 . 4 557	fluently with an	* drawing inferences such as inferring characters'	characters and plot		
	increasing command of	feelings, thoughts and motives from their actions,	Characters and plot		
	Standard English	and justifying inferences with evidence	* proofread for spelling and punctuation		
	otaniaana English		errors		
Week 5	* use relevant strategies	Develop positive attitudes to reading, and an	Draft and write by:	Indicate grammatical and	* spell words that
	to build their vocabulary	understanding of what they read, by:	* composing and rehearsing sentences	other features by:	are often misspelt.
Traditional	* ask relevant questions	* increasing their familiarity with a wide range of	orally (including dialogue), progressively	* using commas after fronted	* use the first 2 or 3
Tales	to extend their	books, including fairy stories, myths and legends, and	building a varied and rich vocabulary and	adverbials	letters of a word to
(Alternative	understanding and	retelling some of these orally	an increasing range of sentence		check its spelling in a
Fairy Tales)	knowledge	* using dictionaries to check the meaning of words	structures		dictionary.
raily lales)		that they have read	* organising paragraphs around a theme		
		Understand what they read, in books they can read	* proofread for spelling and punctuation		
		independently, by:	errors		
		* predicting what might happen from details stated	cirois		
		and implied			
Week 6	*listen and respond	* participate in discussion about both books that are	Evaluate and edit by:	Develop their understanding of	* spell further
	appropriately to adults	read to them and those they can read for	* assessing the effectiveness of their own	the concepts set out in	homophones.
Traditional	and their peers	themselves, taking turns and listening to what others	and others' writing and suggesting	Appendix 2 by:	
Tales		say.	improvements	* choosing nouns or pronouns	
(Alternative			* proposing changes to grammar and	appropriately for clarity and	
Fairy Tales)		Develop positive attitudes to reading, and an	vocabulary to improve consistency,	cohesion and to avoid	
Tally Tales		understanding of what they read, by:	including the accurate use of pronouns in	repetition	
		* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or	sentences		
		textbooks	* read their own writing aloud, to a		
		LEALDOOKS	group or the whole class, using		
		Understand what they read, in books they can read	appropriate intonation and controlling		
		independently, by:	the tone and volume so that the		
		* asking questions to improve their understanding of	meaning is clear		
		a text			

* preparing poems and play scripts to read aloud and		
to perform, showing understanding through		
intonation, tone, volume and action		

English Medium Term Plan Term: Spring 2 Year: 3

Texts / Genres Covered	Take 1 Book (Charl	ie and the Chocolate Factory), Pe	rsuasive Writing		
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting
<b>Week 1</b> Persuasive Writing	* articulate and justify answers, arguments and opinions * consider and evaluate different viewpoints, attending to and building on the contributions of others	Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes  Understand what they read, in books they can read independently, by:  * identifying main ideas drawn from more than 1 paragraph and summarising these  * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme	Develop their understanding of the concepts set out in Appendix 2 by:  * using the present perfect form of verbs in contrast to the past tense	* use further prefixe and suffixes and understand how to add them.
Week 2 Persuasive Writing	* articulate and justify answers, arguments and opinions * consider and evaluate different viewpoints, attending to and building on the contributions of others	context  Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read  Understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning	Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme  Evaluate and edit by:  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  * proofread for spelling and punctuation errors	Develop their understanding of the concepts set out in Appendix 2 by:  * using the present perfect form of verbs in contrast to the past tense	* spell words that are often misspelt ('ou' sound). * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
<b>Week 3</b> Take 1 Book	* listen and respond appropriately to adults and their peers	* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Develop their understanding of the concepts set out in Appendix 2 by:	* spell further homophones.

	* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Develop positive attitudes to reading, and an understanding of what they read, by:  * discussing words and phrases that capture the reader's interest and imagination  Understand what they read, in books they can read independently, by:  * asking questions to improve their understanding of a text	* discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
Week 4 Take 1 Book	*maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Develop positive attitudes to reading, and an understanding of what they read, by:  * identifying themes and conventions in a wide range of books  * using dictionaries to check the meaning of words that they have read  Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied	Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * in narratives, creating settings, characters and plot  * proofread for spelling and punctuation errors  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * using conjunctions, adverbs and prepositions to express time and cause	* spell words that are often misspelt. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 5 Take 1 Book	* participate in discussions, presentations, performances, roleplay/improvisations and debates * select and use appropriate registers for effective communication	Develop positive attitudes to reading, and an understanding of what they read, by:  * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme  * in narratives, creating settings, characters and plot  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * using fronted adverbials	* spell words that are often misspelt ('ou' sound).

Week 6	* speak audibly and	* retrieve and record information from	Plan their writing by:	Indicate grammatical and other	* place the
	fluently with an	non-fiction	* discussing and recording ideas	features by:	possessive
Vocab Building	increasing command of			* indicating possession by	apostrophe
	Standard English	Develop positive attitudes to reading, and	Evaluate and edit by:	using the possessive	accurately in words
		an understanding of what they read, by:	* proposing changes to grammar and vocabulary to	apostrophe with singular and	with regular plurals
		* reading books that are structured in	improve consistency, including the accurate use of	plural nouns	and in words with
		different ways and reading for a range of	pronouns in sentences		irregular plurals.
		purposes			
			* proofread for spelling and punctuation errors		
		Understand what they read, in books they			
		can read independently, by:			
		* checking that the text makes sense to			
		them, discussing their understanding and			
		explaining the meaning of words in			
		context			

## English Medium Term Plan Term: Summer 1 Year: 3

Texts / Genres	Adventure Stories				
Covered					
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and	Spelling /
				Punctuation	Handwriting
Week 1	* participate in	* retrieve and record information	Plan their writing by:	Develop their understanding of	* spell words that
Vocab Building	discussions, presentations,	from non-fiction	* discussing writing similar to that which they are planning to write in order to understand and learn from	the concepts set out in Appendix 2 by:	are often misspelt ('ure' sound).
	performances,	Develop positive attitudes to reading,	its structure, vocabulary and grammar	* using the present perfect	* use the first 2 or 3
	roleplay/improvisations and debates	and an understanding of what they read, by:	* proofread for spelling and punctuation errors	form of verbs in contrast to the past tense	letters of a word to check its spelling in a
	and depates	* using dictionaries to check the	prooffead for spenning and punctuation errors	past tense	dictionary.
		meaning of words that they have read			
		Understand what they read, in books			
		they can read independently, by:			
		* identifying main ideas drawn from			
		more than 1 paragraph and summarising these			
Week 2	* use spoken language	Develop positive attitudes to reading,	Plan their writing by:	Develop their understanding of	* spell words that
Adventure	to develop	and an understanding of what they	* discussing writing similar to that which they are	the concepts set out in	are often misspelt
Stories	understanding through speculating,	read, by:  * discussing words and phrases that	planning to write in order to understand and learn from its structure, vocabulary and grammar	Appendix 2 by:  * extending the range of	('ei' sound). * use the first 2 or 3
	hypothesising,	capture the reader's interest and	* discussing and recording ideas	sentences with more than one	letters of a word to
	imagining and exploring	imagination	Wassactional Consulting and a second second	clause by using a wider range	check its spelling in a
	ideas	* using dictionaries to check the meaning of words that they have read	* proofread for spelling and punctuation errors	of conjunctions, including when, if, because, although	dictionary.
				, , ,	
		Understand what they read, in books			
		they can read independently, by: * identifying how language, structure,			
		and presentation contribute to			
		meaning			

Week 3	* give well-structured	Develop positive attitudes to reading,	Draft and write by:	Develop their understanding of	* spell words that
Adventure	descriptions,	and an understanding of what they	* composing and rehearsing sentences orally (including	the concepts set out in	are often misspelt
Stories	explanations and narratives for different purposes, including for expressing feelings.	read, by:  * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Understand what they read, in books they can read independently, by:  * predicting what might happen from details stated and implied	dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * in narratives, creating settings, characters and plot  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Appendix 2 by:  * using conjunctions, adverbs and prepositions to express time and cause	('ou' sound).
<b>Week 4</b> Vocab Building	* consider and evaluate different viewpoints, attending to and building on the contributions of others	Develop positive attitudes to reading, and an understanding of what they read, by:  * listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Indicate grammatical and other features by: * indicating possession by using the possessive apostrophe with singular and plural nouns	* use further prefixes and suffixes and understand how to add them.
			Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		
Week 5 Adventure Stories	* listen and respond appropriately to adults and their peers	* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Develop positive attitudes to reading, and an understanding of what they read, by:  * listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks	Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * organising paragraphs around a theme  * in narratives, creating settings, characters and plot  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proofread for spelling and punctuation errors	Indicate grammatical and other features by: * using and punctuating direct speech	* spell further homophones.
		Understand what they read, in books they can read independently, by:	* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		

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	* drawing inferences such as inferring		
	characters' feelings, thoughts and		
	motives from their actions, and		
	justifying inferences with evidence		

English Medium Term Plan Term: Summer 2 Year: 3

Texts / Genres Covered	Poetry (Shape Poetry / Calligrams), Instructions, Take 1 Book (A Child of Books)					
Objectives:	Spoken Language	Comprehension	Composition	Vocab, Grammar and Punctuation	Spelling / Handwriting	
Week 1 Shape Poetry / Calligrams	* speak audibly and fluently with an increasing command of Standard English * gain, maintain and monitor the interest of the listener(s)	Develop positive attitudes to reading, and an understanding of what they read, by:  * recognising some different forms of poetry  * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * learning the grammar for years 3 and 4 in Appendix 2	* use further prefixes and suffixes and understand how to add them.	
Week 2 Instructions	* ask relevant questions to extend their understanding and knowledge	* retrieve and record information from non-fiction  Develop positive attitudes to reading, and an understanding of what they read, by:  * reading books that are structured in different ways and reading for a range of purposes	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Indicate grammatical and other features by: * using commas after fronted adverbials	* use further prefixes and suffixes and understand how to add them.	

Week 3 Instructions	* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning  * retrieve and record information from non-fiction  Develop positive attitudes to reading, and an understanding of what they read, by:  * using dictionaries to check the meaning of words that they have read  Understand what they read, in books they can read independently, by:  * identifying main ideas	* in non-narrative material, using simple organisational devices  * proofread for spelling and punctuation errors  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  * read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * using conjunctions, adverbs and prepositions to express time and cause	* spell further homophones. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Week 4 Take 1 Book	* select and use appropriate registers for effective communication * participate in discussions, presentations, performances, roleplay/improvisations and debates	drawn from more than 1 paragraph and summarising these  * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  Develop positive attitudes to reading, and an understanding of what they read, by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Plan their writing by:  * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  * discussing and recording ideas  Draft and write by:  * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Develop their understanding of the concepts set out in Appendix 2 by:  * using the present perfect form of verbs in contrast to the past tense	* spell words that are often misspelt.

		Understand what they read, in books they can read independently, by:  * identifying how language, structure, and presentation contribute to meaning			
Week 5 Take 1 Book	* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Develop positive attitudes to reading, and an understanding of what they read, by:  * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Evaluate and edit by:  * assessing the effectiveness of their own and others' writing and suggesting improvements  * proofread for spelling and punctuation errors	Develop their understanding of the concepts set out in Appendix 2 by:  * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
Week 6 Take 1 Book	* use relevant strategies to build their vocabulary	Develop positive attitudes to reading, and an understanding of what they read, by:  * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  * using dictionaries to check the meaning of words that they have read	* read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Develop their understanding of the concepts set out in Appendix 2 by: * learning the grammar for years 3 and 4 in Appendix 2	* spell words that are often misspelt. * use the first 2 or 3 letters of a word to check its spelling in a dictionary.